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| Standards with Red Keys are priority standards. | | | | | | | | | | | | | | | | | | | | | |
| <div></div> <div>3.OA.2 – Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i></div> <div>Learning Target: I can interpret a quotient as the number of shares or the number of groups when a set of objects is divided equally.</div> | <div>★</div> <div>▶</div> | <div>To address the KCAS Standards, the following should be included in instruction:</div> <div>Math Investigations</div> <div>Unit 5:</div> <div><ul style="list-style-type: none">• 3.1 – 3.4, 3.5A, 3.5B, 3.6, 3.7A, 4.1 – 4.7</div> <div>Gap Lessons:</div> <div><ul style="list-style-type: none">• Multiplication/Division Stories• www.thinkingblocks.com• Multiplication and Division• Multiples of Ten Multiply</div> <div><table><tr><th colspan="2">Formative Assessment Opportunities</th></tr><tr><td>3.OA.2</td><td></td></tr><tr><td>3.OA.4</td><td></td></tr><tr><td>3.OA.5</td><td></td></tr><tr><td>3.OA.6</td><td></td></tr><tr><td>3.OA.7</td><td></td></tr><tr><td>3.OA.8</td><td></td></tr><tr><td>3.OA.9</td><td></td></tr><tr><td>3.NBT.3</td><td></td></tr></table></div> | Formative Assessment Opportunities | | 3.OA.2 | | 3.OA.4 | | 3.OA.5 | | 3.OA.6 | | 3.OA.7 | | 3.OA.8 | | 3.OA.9 | | 3.NBT.3 | | |
| Formative Assessment Opportunities | | | | | | | | | | | | | | | | | | | | | |
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| 3.NBT.3 | | | | | | | | | | | | | | | | | | | | | |
| <div></div> <div>3.OA.3 – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</div> <div>Learning Targets: I can solve multiplication and division word problems within 100 involving equal groups, arrays, and measurement quantities. I can represent multiplication and division word problems using drawings and equations with a symbol for the unknown number to represent the problem.</div> | <div>▶</div> | | | | | | | | | | | | | | | | | | | | |
| <div></div> <div>3.OA.4 - Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$</i></div> <div>Learning Target: I can find the unknown number in any position in a multiplication or division equation.</div> | <div>★</div> <div>▶</div> | <div>Vocabulary</div> <div>Place value, (properties)-rules about how numbers work, multiples, decompose, partition(ing)</div> <div>www.amathsdictionaryforkids.com</div> | | | | | | | | | | | | | | | | | | | |
| <div></div> <div>3.OA.5 - Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 =$</i></div> | <div>★</div> <div>▶</div> | | <div>KCAS Teacher Note: 3.OA.5 – To meet this standard, see the Sample Unit for support materials.</div> | | | | | | | | | | | | | | | | | | |

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| <p>24 is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</p> <p>Learning Target: I can use the properties of operations as strategies to multiply and divide.</p> | | | |
| <p> 3.OA.6 – Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p> <p>Learning Target: I can explain how a division problem can be written as a multiplication equation with an unknown factor.</p> | <p>★ ▶</p> | | |
| <p> 3.OA.7 – Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g. knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>Learning Target: I can fluently multiply, demonstrate from memory products of two one-digit numbers, and divide within 100.</p> | <p>★</p> | | |
| <p> 3.OA.8 – Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>Learning Target: I can solve two-step word problems using multiplication and division.</p> | <p>★ ▶</p> | | |

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|  <p>3.OA.9 - Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p> <p>Learning Target: I can identify number patterns for addition and multiplication. I can explain rules for a pattern using properties of operations.</p> | <p>★</p> <p>▶</p> | | <p>KCAS Teacher Note: 3.OA.9 – To meet this standard, see the Sample Unit for support materials.</p> |
| <p>3.NBT.3 – Multiply one-digit whole numbers by multiples of 10 in the range 10 – 90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations</p> <p>Learning Target: I can multiply one-digit whole numbers by multiples of 10 using strategies based on place value and properties of operations.</p> | <p>★</p> <p>▶</p> | | |